WASHINGTON
HIGHER
EDUCATION
COORDINATING BOARD

September 2006

Briefing Report on Higher Education Study of Snohomish, Island, and Skagit Counties

HECB Information Item

The consultant team of NBBJ and MGT of America will present findings at the September 27 board meeting on the Snohomish, Island, and Skagit Counties (SIS) study. The following staff briefing report is provided as background to that presentation. The consultant's final report will be presented at the October 26 board meeting. Higher Education Coordinating Board (HECB) staff will also present a staff recommendation at the October 26 meeting. The board will take action on the recommendations at a special board meeting to be scheduled.

Background

The 2005-2007 state capital budget directed the HECB to evaluate higher education and workforce training needs in Snohomish, Island, and Skagit Counties and recommend solutions to the Legislature and governor. The board is charged with delivering an interim report of preliminary findings by January 15, 2006, and a final report by December 1, 2006.

Specifically, the law as enacted calls for the board to:

- Assess the higher education needs in Snohomish, Island, and Skagit counties
- Recommend the type of institution or institutions to be created or expanded to address those needs
- Assess potential sites for an institution
- Identify costs and a process for completing a master plan for higher education expansion in the study area

The Legislature directed the board to form a 13-member local advisory committee, including six state legislators, the Snohomish County executive, and two business or education leaders from each of the three counties. In addition to convening the Local Advisory Committee, the HECB project team also brought together members of area institutions for a technical sounding board known as the Project Coordinating Team.

Membership of the Project Coordination Team included representatives from University of Washington, Bothell; Washington State University; Central Washington University; Eastern Washington University; Western Washington University; Edmonds Community College; Everett Community College; Skagit Valley College; Office of Financial Management; the State Board for Community and Technical Colleges; the Workforce Training Board; and a representative of the K-12 community. Early in the process a meeting was held with the five Native American tribes in the region who were offered a seat on the Project Coordination Team but elected to stay informed of team activities by other means.

The consultant study team of NBBJ (Seattle office) and MGT of America (Olympia office) worked at the direction of the HECB project team: Jim Sulton, executive director; Jim Reed, interim director, fiscal policy; and Marziah Kiehn-Sanford, associate director, fiscal policy.

A round of town hall meetings was held with the public in November 2005 to discuss higher education needs in the SIS region. Meetings were held in Marysville, Oak Harbor, and Mount Vernon. An interim report—as required by the capital budget—was developed, presented to the board at its January 2006 meeting, and delivered to the Legislature. A copy of the interim report can be found at www.hecb.wa.gov.

Another round of town hall meeting was held and May 2006 to discuss alternatives. These meetings were held in Everett, Stanwood, Oak Harbor, and Mount Vernon.

Previous Studies

Access to higher education in north King and Snohomish, Island and Skagit Counties has been the subject of numerous studies over the past 18 years, beginning in 1988 when the HECB recommended an upper-division branch campus be established in the Bothell-Woodinville area. In response, the 1989 Legislature established the University of Washington, Bothell (UWB) campus which was located for several years at Canyon Park in south Snohomish County. In 1991, the State Board for Community and Technical Colleges reported that the area with the greatest population growth and least access to community college services was in north King and south Snohomish Counties.

In 1992, outgoing Governor Gardner proposed the creation of a new four-year regional university: Cascade University. In 1993, the HECB was directed to study alternative models for meeting higher education needs in north King and south Snohomish Counties. In 1994, the Legislature directed co-location of the new Cascadia Community College with the UWB at the current location of the campus in north King County.

The 1996 Legislature authorized the HECB to undertake a study of a larger area: North Snohomish, Island, and Skagit Counties (NSIS). Two studies—NSIS I and NSIS II—resulted

in a recommendation of a multiple college and university center model to serve as the locus of pre-baccalaureate workforce training, baccalaureate, graduate, and continuing professional education programs via five primary sites in the region.

In 1997, the Legislature directed the HECB to develop a plan to expand higher education opportunities in the NSIS region. A university center model was chosen to be the service delivery method for the NSIS region with the belief that the resources of the consortium members could offer more extensive courses than could any individual institution. While the consortium was not able to develop any new baccalaureate programs, some graduate-level programs were offered at the Everett Station location and Central Washington University programs on the Edmonds Community College campus were expanded.

The 2005 Legislature ordered the consortium be refocused and assigned management and leadership responsibility for operations to Everett Community College. In addition, the Legislature directed the college to complete a NSIS Consortium conversion plan. The NSIS plan anticipates 700 to 1,500 FTEs, depending on program offerings, to be located on the campus of Everett Community College by 2015.

The 2005 Legislature also granted authority to the University of Washington, Bothell, to offer lower-division courses linked to specific majors in fields not addressed at local community colleges and to directly admit freshmen and sophomores. The enrollment projections of the UWB have been taken into account in the SIS study.

In addition, the 2005 Legislature directed the HECB to undertake the current SIS study, which is the subject of today's briefing.

Study Process

The Project Coordination Team and the Local Advisory Committee have reviewed, discussed, and offered revisions to the information generated by the consultant team for the following tasks:

- Enrollment needs
- Possible roles and missions
- Alternative models for service delivery
- Requirements for space, land, and locale analysis
- Evaluation criteria and alternatives for meeting the needs of the study area
- Preferred delivery methods

As a result of the review, modifications have been made at all stages.

The consultants issued an interim report which was delivered to the Legislature in December 2005. The interim report focused on assessing the need for higher education in the Snohomish,

Island, and Skagit County area. Future enrollment levels were estimated using a participation rate methodology. The report noted that enrollment is only one measure of need. The HECB's *2004 Strategic Master Plan for Higher Education* recommends a significant change in how investments in higher education are planned, budgeted, and subsequently prioritized. The master plan calls upon the state to shift to an "output based" model that centers policy and budgetary decision upon degree awards within both the two- and four-year sectors.

To that end, the study integrated enrollment projections and degree/training needs of the three counties into a "degree output" estimate. Five alternative enrollment scenarios—representing various levels of success in increasing the area population's participation in higher education—were developed. In consultation with the Project Coordination Team and Local Advisory Committee, the consultant selected an enrollment level that would achieve the Washington state average participation rate by 2015 and the national average participation rate in the study area by 2025.

Lower-division enrollment estimates at both the four-year and community and technical college levels were made using actual 2004 Washington state participation rates. This resulted in lower-division enrollments being consistent across all of the alternatives. Given that Washington's community and technical college system exceeds the national average participation rate, it is not anticipated that the system's participation rate would continue to increase in the future.

Study Findings

Prior to reaching a recommendation, the project team reviewed the following lessons learned with the Project Coordination Team and the Local Advisory Committee prior to the second series of town hall meetings in May 2006:

- The higher education participation rates for Washington, as a whole, are below the national averages for participation at four-year public institutions
- The participation rates of Washington's community and technical colleges are one of the highest in the country and well above the national average
- The higher education participation rates for the study area are below the current statewide averages for participation at four-year institutions
- Washington state ranks 45th among all states for bachelor's degree production
- Washington state ranks 10th among all states for residents age 25 and older with a bachelor's degree of higher
- The total higher education unmet need in the study area by 2025 is 10,767 FTEs
- The study area is diverse; a single solution is improbable
- As a whole, the SIS population is projected to increase nearly 40 percent by the year 2025, or more than 340,000 people, for a total population of nearly 1.2 million
- The largest demand for higher education in the area is to meet the needs of the traditional age student

- The program needs identified a demand for baccalaureate and graduate degrees in:
  - Business, Accounting, and Finance
  - Computer Science. Network, and Systems
  - Engineering and Engineering Technology
  - Nursing, Allied Health and Medical Professions
  - Hospitality
  - Project and Operations Management
  - Teachers, especially in special education, middle and high school
- The program needs identified a need for post-high school degrees through community and technical college associate degrees in:
  - Engineering Technology
  - Nursing and Allied Health
  - Business
  - Construction Trades and Technologies
  - Public Safety

Mission Statement and Need

Following input from the Local Advisory Committee and Project Coordination Team, the following mission statement was adopted:

> *Publicly funded higher education resource(s) providing a rich academic and technical experience, serving both place-bound and traditional college-aged students, with a wide array of lower-division, upper-division, graduate, and professional programs in arts, sciences, and technologies through both traditional and alternative delivery with emphasis on programs providing local, regional, and statewide benefit and satisfying identified needs.*

Public institutions of higher education were asked what additional FTEs they could serve and what plans for expanding degree offerings they had. These responses (termed "accommodated need" in the table below) were subtracted from projected estimated enrollments for the planning horizon of 2025, resulting in a total unmet need of 10,767 for lower-division, upper-division, and graduate and professional FTEs in the study area.

ESTIMATED UNMET NEED IN 2025 (FTES)

Four-Year Level	Total Regional Need	Accommodated Need	Net Unmet Need
Lower-Division	803	558	245
Upper-Division	5,036	1,651	3,385
Graduate/Professional	2,639	242	2,397
Four-Year Total	**8,478**	**2,451**	**6,027**
CTCs – Lower-Division	**4,740**	**0**	**4,740**
Net Unmet Need	**13,218**	**2,451**	**10,767**

Source: MGT analysis

Alternatives and Criteria

Six alternatives and criteria were developed. The Project Coordination Team asked that two additional alternatives be considered, bringing the total to eight:

1. **Four-Year Regional (governed by its own board) –** Four-year comprehensive public institution (not affiliated with an existing institution), undergraduate and graduate, with comprehensive set of program offerings with unmet need for workforce education and basic skills met by growth of area community colleges.

2. **Four-Year Polytechnic (governed by its own board) –** Four-year comprehensive public institution (not affiliated with an existing institution), undergraduate and graduate, with a poly-technical focus with unmet need for workforce education and basic skills met by growth of area community colleges.

3. **Four-Year System Regional (transfer oriented) –** Four-year institution with a comprehensive focus, affiliated with an existing four-year institution, limited lower-division and oriented to upper-division and graduate with all unmet need for workforce training and basic skills and a majority of unmet lower-division academic need met by area community colleges.

4. **Four-Year System Polytechnic (transfer oriented) –** Four-year institution with a polytechnic focus, affiliated with an existing four-year institution, limited lower-division and oriented to upper-division and graduate with all unmet need for workforce training and basic skills and a majority of unmet lower-division academic need met by area community colleges.

5. **Upper-Division/Grad Branch Campus –** Branch campus of an existing institution, upper-division and graduate with substantial increases in enrollment at area community colleges to address all lower-division academic unmet need as well as unmet needs for workforce training and basic skills.

6. **Unaffiliated Upper-Division University –** Upper-division university, no affiliation with existing campus, upper-division and graduate with substantial increases in enrollment at area community colleges to address all lower-division academic unmet needs as well as unmet needs for workforce training and basic skills.

7. **"University Center"** offering upper-division and graduate programs with substantial increases in enrollment at area community colleges to address all lower-division academic unmet need as well as unmet needs for workforce training and basic skills.

8. **Conversion of an existing area community college** into a comprehensive university with unmet needs for workforce training and basic skills education met by other area community colleges and/or through creation of a new technical college.

Details on the eight alternatives are attached to this report. The eight alternatives were ranked by the consultant team according to criteria which had been modified by both the Project Coordination Team and Local Advisory Committee:

Programmatically Responsive

- Gathers information on service area needs on a regular basis
- Acts quickly to establish or modify programs to respond to needs
- Fosters and maintains perception of responsiveness on the part of area leaders
- Responsive to basic skills needs
- Responsive to workforce training needs
- Responsive to lower-division and transfer needs
- Responsive to baccalaureate needs
- Responsive to graduate education needs
- Responsive to professional[1] education needs

[1] Other than "First Professional" programs such as law, medicine, and dentistry.

Accomplishes Participation Rate and Degree Award Goals (attractiveness to consumer)

- Potential to be attractive to potential students who might not otherwise seek a degree at levels where current participation and degree production are below objectives
- Ability to meet participation rate goals at basic skill levels
- Ability to meet participation rate goals for workforce training
- Ability to meet participation rate goals at lower-division/transfer level
- Ability to meet participation rate goals at baccalaureate level
- Ability to meet participation rate goals at graduate level
- Ability to meet participation rate goals at professional program level
- Effectiveness in meeting degree award goals as a percentage of enrollment at each level

Programs Meet Local and State Education and Cultural Needs

- Programs based on consultation with state and area educators and community cultural leaders
- Advisory committees exist to assist in program selection and development
- Incorporates mechanisms to evaluate relevance of program offerings
- Ability to incorporate applied research in programs and institutes that support area and state educational and cultural objectives

Programs Meet Local and State Education and Economic Needs

- Programs based on consultation with state and area educators and employers
- Advisory committees exist to assist in program selection and development
- Incorporates mechanisms to evaluate relevance of program offerings
- Ability to incorporate applied research in programs and institutes that support area and state economic objectives

High Quality Instructional Support and Student Services

- Provides extensive library/learning resources that are available to all students
- Provides physical facilities that effectively support scientific and technical programs
- Incorporates “cutting edge” instructional technology into facilities and programs
- Provides physical facilities that are adaptable to changing program needs
- Provides a full range of student services that are easily accessible to all students, both on and off campus
- Is sensitive to unique needs of older, place-bound students
- Creates an atmosphere of student life that is attractive to students and aids in admissions and student retention
- Ability to generate local funds for scholarships and grants

- Incorporates an effective student recruitment program
- Works closely with area school districts and, in case of upper-division, area community colleges to ease transition

Continuity and Predictability

- Alternatives expected to be a long-term solution and supported in a manner consistent with a long-term solution
- Selected alternative is clearly perceived as representing a long-term commitment by the state
- A clearly defined campus exists to serve as a focal point for institutional operations
- Programs based on sufficient evidence of need to be predictable from year to year
- Long-term and sustainable funding (or the intent to fund) has been identified

Facility with a Clear Institutional Presence (and perceived quality and reputability)

- A highly visible and attractive campus exists that reflects architectural quality in design and construction
- Although other entities may be present, the campus is clearly associated with the institution
- Ability to foster a high degree of loyalty to facilitate independent fund raising

Flexibility and Adaptivity

- Capacity exists to facilitate response to changing conditions
- Role not so narrowly defined as to limit ability to respond to local, state, national, and global needs
- Ability and willingness to incorporate ongoing needs assessment in program planning and review

Builds on Existing Area Programs

- Institution has ability to offer degrees to facilitate links to community college technical programs
- Has clearly defined articulation with area colleges
- Includes area institutions in program planning process
- Cooperates with area institutions in program delivery

Convenient Formats and Times Provided to Students

- Courses offered in both day and evening hours
- Course options available to both on- and off-campus students through Web-based (or similar) technology at student's convenience
- Both synchronous and asynchronous modalities are provided
- Instructional support and student services available in both day and evening
- Sufficient mass exists to facilitate weekend operation

Time to Implement

- Ability to use alternative sites in start-up phase
- Time to implement consistent with institutions of similar type
- Probability that implementation schedule can and will be met

Consultant Rankings/Recommendations

Based on the above criteria, the consultants ranked the eight criteria in the following order of preference:

1. Four-Year Polytechnic (governed by its own board)
2. Four-Year Regional (governed by its own board)
3. Four-Year System Polytechnic (transfer-oriented)
4. Four-Year System Regional (transfer-oriented)
5. Upper-Division/Graduate Branch Campus
6. Upper-Division/Graduate (no affiliation)
7. Community College to Four-Year Conversion
8. University Center Model

The results remained the same regardless of whether the scores were weighted. In addition, the following assumptions were part of the analysis and were discussed with the public at the May 2006 town hall meetings:

- **The development of a new university should not be thought of as a singular event.** Rather, it is a centerpiece of a variety of changes needed to meet the higher education needs of the study area. Changes are also needed in the number of community college FTEs and improvements in the way that services are delivered. The highest ranking alternatives are a major part of meeting that need. However, because the study area is so diverse, a single solution cannot meet all needs. The study teams believe that the key to success in meeting the needs of the region lies in developing something new and not trying to take some existing entity and attempt to turn it into something different or attempt to shape it into something new and different. Excitement and momentum

surrounding a new endeavor has a better chance of succeeding than reconstituting something that already exists and dealing with residual conflicts. The needs of the region will best be met if cooperation instead of competition is the norm.

- **The University Center at Everett is proposed for incorporation into the four-year proposal**. The higher education center at Edmonds Community College (CWU Lynnwood) will continue to play a similar role as it does currently in serving a portion of the needs of north King and Snohomish Counties. Consistent with testimony to the Legislature and verbiage in the conversion plan, the Everett University Center was treated in the analysis as a near-term to mid-term solution in meeting the higher education needs of the study area. Space vacated by the Everett University Center would be backfilled by expected growth of the Everett Community College, particularly academic transfer FTEs.

- **The community colleges will continue to supply students to baccalaureate institutions.** Those academic transfer FTEs are proposed to increase in the study area.

- **The construction of a new university is proposed to occur in phases** with initial occupancy by 2013 and a second phase for additional capacity for 2015. Prior to that the first classes offered by the university will be in leased space, starting in September 2010. The capacity assumed in these two phases will meet the 2015 enrollment target of 3,200.

Local Advisory Committee Recommendations

Several members of the Project Coordination Team questioned the outcome of the ranking, preferring the University Center Model or branch campus model and expressing concern that other needs in the higher education system would not be addressed adequately if the only focus was on a four-year university solution. The Local Advisory Committee embraced the top four alternatives which were presented to the public at the May 2006 town hall meetings:

1. Four-Year Polytechnic (governed by its own board or “unaffiliated”)
2. Four-Year Regional (governed by its own board or “unaffiliated”)
3. Four-Year System Polytechnic (transfer-oriented or “affiliated”)
4. Four-Year System Regional (transfer-oriented or “affiliated”)

These alternatives were the only ones which fully addressed the unmet need for higher education in the study area. (See detail on individual alternatives and enrollment impact, attached to this report.)

Public comment on the alternatives was overwhelmingly in favor of an unaffiliated polytechnic or unaffiliated four-year regional university. Existing institutions were described as inaccessible or with limited opportunities for enrollment. Specifically, the UW Bothell campus was

described as too far away or too difficult to commute to from Everett and points north due to traffic conditions. Under all alternatives, Island County residents faced special access problems and spoke to the need for a separate community college instead of a branch campus in Oak Harbor in addition to supporting a four-year university for the region. A frequently expressed opinion was that an independent campus—two-year or four-year—would be more responsive to local needs.

On July 12, following review of initial cost information and reaffirming the input of the business community, the public, and economic issues both locally and statewide, the Local Advisory Committee unanimously decided to narrow the alternatives for cost analysis to two alternatives:

1. Four-Year Polytechnic (governed by its own board or "unaffiliated")
2. Four-Year System Polytechnic (transfer oriented or "affiliated")

The consultant team recognized that the two alternatives were not mutually exclusive and that affiliation could transform into independent governance in the maturation of the institution.

The sentiments for the polytechnic focus included the following:

- Such institutions are practical in orientation, technical in nature yet typically provide a core of arts and sciences programs that can accommodate general student needs in a fashion similar to a regional university
- They offer a wide variety of professional programs other than the First Professional fields of law, medicine, and dentistry, etc.
- The institution would fully respond to the program needs of the SIS region and also fill an unmet need in the state as a whole for additional polytechnic educational services, without significant duplication of offerings in existing institutions
- The role and mission of the institution would be clear in its name and brand to both prospective students and other institutions
- A polytechnic focus would support the area's economic needs by providing needed programs and through cooperative arrangements with area industry

The Local Advisory Committee also voted to combine locales into two separate areas to investigate for potential sites: Everett/Marysville (recommended by the consultant team) and Stanwood/Arlington.

Following the July 12 meeting, the project directors asked for written comments from the Project Coordination Team members. Response was limited. At the suggestion of a member of the Local Advisory Committee, the HECB project team convened a meeting on August 11 with available members of the Project Coordination Team to receive additional feedback regarding the preferred alternatives. The results of that meeting were reported to the Local Advisory Committee on August 21 and members of the Project Coordination Team were invited to address the Local Advisory Committee directly. Following the discussion, the Local Advisory

Committee voted to recommend a single alternative to the Higher Education Coordinating Board:

1. Four Year Polytechnic (governed by its own board or "unaffiliated")

In addition, the Local Advisory Committee voted to send a letter to Governor Gregoire supporting a need for bridge funding of $250,000 to continue onto the next steps of site analysis in the supplemental capital budget as well as a placeholder of $31 million for property acquisition, land options, master plan, and operating and administrative funding in the 2007-2009 capital and operating budgets.

The Everett/Marysville locale continues to score higher than any combination of more northern locations of Arlington/Stanwood. The consultants propose to first investigate sites in Everett/Marysville before venturing into the Arlington/Stanwood locale. This will be part of future work, funded either by bridge funding in the supplemental capital budget or biennial budget.

Summary of Alternatives to Respond to the Defined Needs of the Snohomish, Island and Skagit Region

Revised Draft Mission Statement Applicable to the Selected Alternative

Publicly funded higher education resources providing a rich academic and technical experience, serving both place-bound and traditional college-aged students, with a wide array of lower division, upper division, graduate, and professional programs in arts, sciences, and technologies through both traditional and alternative delivery with emphasis on programs providing local, regional, and statewide benefit and satisfying identified needs.

Assumptions Applicable to All Alternatives

- Significant increases in services and enrollment will be provided by the three area community colleges
- Expanded upper division and graduate services will be provided to areas that are not in the immediate vicinity of the main location of the selected alternative
- The functions of the selected alternative will encompass instruction, scholarly activity that may include research, and public service
- The selected alternative will have a highly visible local presence at a location designed to promote ease of access
- There will be close linkages to the community
- The alternative will include well developed articulation with area community colleges
- The alternative will provided a full range of student services and high quality instructional support including library and learning resources
- There will be capacity for outreach including a strong distance learning component
- In addition to providing services to traditional students, services for time and place-bound adults will be incorporated into operations and planning
- The Everett University Center (with an estimated enrollment of between 400 and 500 FTE by the year 2010) will be integrated within or under all alternatives
- Services to the region provided by the UW-Bothell, the Central Washington University Center at Edmonds, and the WSU distance education program will continue and their estimated 2025 enrollments from the study area have been taken into account in the table below

ESTIMATED ENROLLMENT IMPACT IN 2025

Level	Fall FTE Enrollment	Partial Responses	Remaining Unmet Need
Lower-Division	5,171	186	4,985
Upper-Division	4,141	756	3,385
Graduate and Professional	2,397	0	2,397
TOTAL	11,709	942	10,767

Alternative 1: Four-year comprehensive public institution (not affiliated with an existing institution), undergraduate and graduate, with comprehensive set of program offerings with unmet need for workforce education and basic skills met by growth of area community colleges

This Alternative is similar in nature to the three existing regional universities

- Alternative will have its own governance structure
- Diverse curriculum responsive to local area and regional needs
- Programs ranging from liberal arts and sciences to technologies and targeted professional programs.
- Initial phases will focus on commuting students but development will include the availability of a residential component
- Institution will emphasize entry at freshman level and accommodate transfer students at all levels
- Graduate programs will incorporate applied research and will be developed gradually in response to demonstrated needs
- Comprehensive student life environment, including inter-collegiate athletics, will be fostered
- Expansion of area community colleges will focus primarily on meeting needs for workforce education and basic skills
- Articulation of technical programs will be incorporated into planning

ENROLLMENT IMPACT IN 2025

Level	Remaining Unmet Need	Alternative 1	Community Colleges
Lower-Division	4,985	2,378	2,607
Upper-Division	3,385	3,385	
Graduate and Professional	2,397	2,397	
TOTAL	10,767	8,160	2,607

Alternative 2: Four-year comprehensive public institution (not affiliated with an existing institution), undergraduate and graduate, with a poly-technical focus with unmet need for workforce education and basic skills met by growth of area community colleges

This Alternative is similar to a "polytechnic university" such as Cal Poly Pomona or Cal Poly San Luis Obispo and therefore unique in the state of Washington

- Alternative will have its own governance structure
- Initial program development will focus on technologies that will complement community college technical programs and areas of demonstrated need both within and outside the SIS region
- An engineering program is anticipated with specific fields developed in consultation with industry
- A general studies degree will be a component. Over time, individual degree programs will develop although emphasis will be on programs involving a mix of academics and practice
- Science and technology programs will be developed in response to statewide needs and access demands.
- Graduate programs will stress applied research and practical applications. Doctoral programs are not anticipated.
- Comprehensive student life environment, including inter-collegiate athletics, will be fostered over time.
- Initial phases will focus on commuting students but development will include the availability of a residential component
- Expansion of area community colleges will focus primarily on meeting needs for workforce education and basic skills
- Articulation of technical programs will be incorporated into planning

ENROLLMENT IMPACT IN 2025

Level	Remaining Unmet Need	Alternative 2	Community Colleges
Lower-Division	4,985	2,378	2,607
Upper-Division	3,385	3,385	
Graduate and Professional	2,397	2,397	
TOTAL	10,767	8,160	2,607

Alternative 3: Four-year institution with a comprehensive focus, affiliated with an existing four-year institution, limited lower division and oriented to upper division and graduate with all unmet need for workforce training and basic skills and a majority of unmet lower division academic need met by area community colleges

This Alternative is similar to a university system campus, e.g., UWB, with a limited number of lower division classes with an emphasis on upper division and graduate education with a diverse curriculum

- Program initiation will be assisted by the "parent institution" and subject to decisions of the system administration and board
- Initial undergraduate program development will complement community college programs and areas of demonstrated need in the SIS region
- Curriculum will be diverse and responsive to continuing needs assessment
- Focus will be on commuting students
- Potential for residential component
- Graduate programs will be developed in response to area needs and will incorporate applied research
- Comprehensive student life environment will be fostered
- May have a co-location option
- Expansion of area community colleges will be substantial with growth in all enrollment categories
- Emphasis will be given to articulation planning for both academic and technical programs to facilitate transfers

ENROLLMENT IMPACT IN 2025

Level	Remaining Unmet Need	Alternative 3	Community Colleges
Lower-Division	4,985	1,128	3,857
Upper-Division	3,385	3,385	
Graduate and Professional	2,397	2,397	
TOTAL	10,767	6,910	3,857

Alternative 4: Four-year institution with a polytechnic focus, affiliated with an existing four-year institution, limited lower division and oriented to upper division and graduate with all unmet need for workforce training and basic skills and a majority of unmet lower division academic need met by area community colleges

This Alternative is similar to a university system campus, e.g., UWB, with a limited number of lower division classes with an emphasis on upper division and graduate education with a polytechnic focus

- Program initiation will be assisted by the "parent institution" and subject to decisions of the system administration and board
- Initial undergraduate program development will focus on technologies that complement community college programs and areas of demonstrated need both within and outside the SIS region
- An engineering program is anticipated with specific fields developed in consultation with industry
- A general studies degree will be a component. Over time, individual degree programs will be developed with emphasis on sciences and technology in response to statewide needs
- Focus will be on commuting students
- Potential for residential component
- Graduate programs will stress sciences and technology and will incorporate applied research. Doctoral programs are not anticipated
- Comprehensive student life environment will be fostered
- May have a co-location option
- Expansion of area community colleges will be substantial with growth in all enrollment categories
- Emphasis will be given to articulation planning for both academic and technical programs to facilitate transfers

ENROLLMENT IMPACT IN 2025

Level	Remaining Unmet Need	Alternative 4	Community Colleges
Lower-Division	4,985	1,128	3,857
Upper-Division	3,385	3,385	
Graduate and Professional	2,397	2,397	
TOTAL	10,767	6,910	3,857

Alternative 5: Branch Campus of an existing institution, upper division and graduate with substantial increases in enrollment at area community colleges to address all lower division academic unmet need as well as unmet needs for workforce training and basic skills

This Alternative is similar to the Washington university branch campuses as originally conceived with enrollment limited to upper division and graduate

- Program initiation will be assisted by and subject to decisions of the main campus
- Junior standing required for admission to the undergraduate program
- Initial undergraduate program development will complement community college programs and areas of demonstrated need in the SIS region
- Curriculum will be diverse and responsive to continuing needs assessment
- Focus will be on commuting students.
- Residential component not anticipated.
- Graduate programs will be developed in response to area needs and will incorporate applied research.
- Efforts will be made to establish centers on each community college campus to foster student and program articulation
- May have a co-location option.
- Substantial enrollment increases in all enrollment categories will be required of area community colleges.
- Emphasis will be given to articulation planning for both academic and technical programs to facilitate transfers

ENROLLMENT IMPACT IN 2025

Level	Remaining Unmet Need	Alternative 5	Community Colleges
Lower-Division	4,985	0	4,985
Upper-Division	3,385	3,385	
Graduate and Professional	2,397	2,397	
TOTAL	10,767	5,782	4,985

Alternative 6: Upper Division University, no affiliation with existing campus, Upper Division and Graduate with substantial increases in enrollment at area community colleges to address all lower division academic unmet need as well as unmet needs for workforce training and basic skills

This Alternative is similar to that of a regional university with enrollments and programs limited to the upper division and graduate levels

- Alternative will have its own governance structure
- Diverse upper division curriculum responsive to local area and regional needs
- Programs ranging from liberal arts and sciences to technologies and targeted professional programs
- Focus will be on commuting students.
- Residential component not anticipated.
- Graduate programs will be developed in response to area needs and will incorporate applied research.
- Efforts will be made to establish centers on each community college campus to foster student and program articulation
- May have a co-location option.
- Substantial enrollment increases in all enrollment categories will be required of area community colleges.
- Emphasis will be given to articulation planning for both academic and technical programs to facilitate transfers

ENROLLMENT IMPACT IN 2025

Level	Remaining Unmet Need	Alternative 6	Community Colleges
Lower-Division	4,985	0	4,985
Upper-Division	3,385	3,385	
Graduate and Professional	2,397	2,397	
TOTAL	10,767	5,782	4,985

Alternative 7: "University Center" offering upper division and graduate programs with substantial increases in enrollment at area community colleges to address all lower division academic unmet need as well as unmet needs for workforce training and basic skills

This Alternative is similar in structure to the Everett University Center with upper division and graduate programs provided by a number of participating institutions

- Management responsibilities for the Center would be vested in an existing community college
- Upper division and graduate courses provided by participating four year institutions
- Although a Center will be created, many operations will take place in various sites throughout the area
- Extensive efforts will be made by participating institutions and the managing institution to address course equivalencies and acceptability, admission policies, tuition policies, etc.
- Programs based on area needs assessments and willingness of participating institutions to provide
- Curriculum will be diverse and responsive to continuing needs assessment
- Focus will be on commuting students.
- Residential component not anticipated.
- Graduate programs will be developed in response to area needs and will incorporate applied research.
- Substantial enrollment increases in all enrollment categories will be required of area community colleges.
- Emphasis will be given to articulation planning for both academic and technical programs to facilitate transfers

ENROLLMENT IMPACT IN 2025

Level	Remaining Unmet Need	Alternative 7	Community Colleges
Lower-Division	4,985	0	4,985
Upper-Division	3,385	3,385	
Graduate and Professional	2,397	2,397	
TOTAL	10,767	5,782	4,985

Alternative 8: Conversion of an existing area community college into a comprehensive university with unmet needs for workforce training and basic skills education met by other area community colleges and/or though creation of a new technical college

This Alternative is the reconstitution of a community college into a comprehensive university under which an existing community college, likely Everett, is granted authority to offer upper division and graduate programming, at least through the master's degree level

- Governance and funding issues relative to the State Board for Community and Technical Colleges would be resolved
- Program characteristics would be similar to either alternative 1 or 2 in that it could emphasize poly-technical programming or a more generalized curriculum
- Focus would be on commuting students
- Other community colleges would be assumed to respond to lower division academic, basic skills and workforce training needs in their respective service areas
- It is possible that a new technical college would be created at some point to address workforce training and basic skills needs as the focus of the evolved community college shifts to baccalaureate and graduate programming
- The evolved community college could retain some basic skills and workforce training programs or shift those responsibilities to the new technical college

ENROLLMENT IMPACT IN 2025

Level	Remaining Unmet Need	Alternative 8	Community Colleges
Lower-Division	4,985	1,189	3,796
Upper-Division	3,385	3,385	
Graduate and Professional	2,397	2,397	
TOTAL	10,767	6,971	3,796

APPENDIX D:
ENROLLMENT METHODOLOGY AND PROJECTIONS

The quantitative aspect of the needs assessment phase of this study centers around four key elements:

1. The projections of the 17 and older population for Snohomish, Island, and Skagit Counties;
2. Current higher education participation rates for students from each of these counties based on their fall 2004 enrollment;
3. Participation rate goals provided by the Higher Education Coordinating Board; and
4. The estimated amount of added enrollment that existing institutions can or likely will accommodate from the study region.

The following sections provide detailed information on each of these important elements.

Population Projections

The population projections for Snohomish, Island, and Skagit (SIS) counties reflect considerable similarity to those used the last time that the higher education needs of the area were studied. As then, the projections were obtained from the Office of Financial Management (OFM).

As Exhibit D-1 below indicates, the counties are projected to grow to nearly 1.2 million in total population by the year 2025. In 2020, the counties are expected to reach 1,107,413. This compares to a previous study of the SIS region in 1996 that forecasted a region population of 1,096,454.

EXHIBIT D-1
POPULATION PROJECTIONS BY COUNTY

Population 1996 Forecast	**2005**	**2010**	**2015**	**2020**	**2025**
Snohomish	660,683	719,915	783,067	836,993	-
Island	80,982	86,171	99,970	106,649	-
Skagit	114,635	125,508	137,714	152,812	-
Total	*856,300*	*931,594*	*1,020,751*	*1,096,454*	-
Population 2002 Forecast	**2005**	**2010**	**2015**	**2020**	**2025**
Snohomish	666,735	728,957	793,720	862,599	929,314
Island	74,738	80,650	87,416	94,365	101,079
Skagit	113,136	123,807	135,717	150,449	164,797
Total	*854,609*	*933,414*	*1,016,853*	*1,107,413*	*1,195,190*

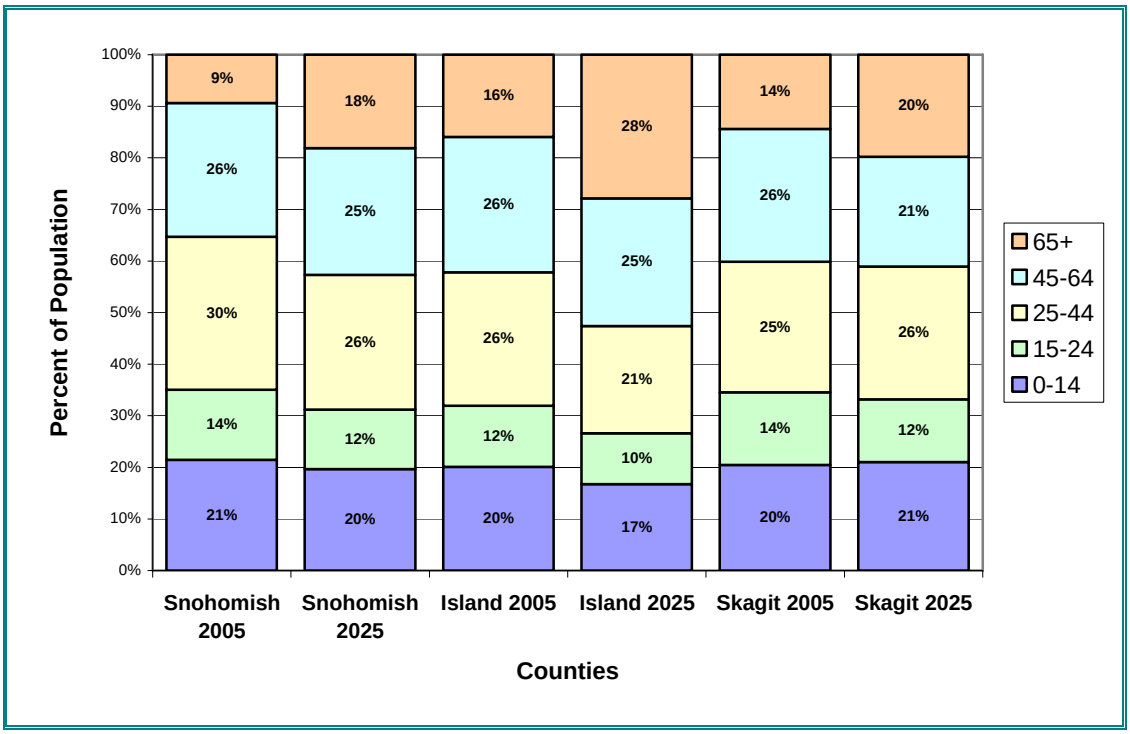
Exhibit D-2 compares the population projections forecasted to the year 2025. As the exhibit indicates, the total population for the study region is forecast to grow by nearly 40 percent by 2025 with the largest percentage increase occurring in Skagit County, followed by Snohomish County then Island County.

EXHIBIT D-2
POPULATION PROJECTIONS BY COUNTY

	Population Projections			
County	**2005**	**2015**	**2025**	**% Change**
Snohomish	666,735	793,720	929,314	39.4%
Island	74,738	87,416	101,079	35.2%
Skagit	113,136	135,717	164,797	45.7%
TOTAL	**854,609**	**1,016,853**	**1,195,190**	**39.9%**

The current distribution of population by major age grouping is displayed in Exhibit D-3 along with the forecasted population distribution for 2025. Two elements are of significant interest. First, the larger proportion of the 25-44 age group population in Snohomish County (typically termed "working age"), and second, the growing proportion of persons aged 65 and over that is estimated to occur over the next twenty years. The latter parallels national trends and is of particular importance in estimating future higher education enrollments since the participation of older age groups in higher education is substantially less than younger age cohorts.

EXHIBIT D-3
POPULATION DISTRIBUTIONS BY AGE CATEGORY AND COUNTY



The data provided by OFM included historical population (actual) by single year of age through age 29 and in five year increments of older age groups and population projections through 2025 in five years of age increments, e.g., 15 through 19, 20 through 24, etc. Since the population most applicable to higher education is aged 17 and above, it was necessary to separate the 17 through 19 year old group. This was done by applying the 15 year historical average percentage of 17, 18 and 19 year olds of the 15 through 19 age group. This process allows the alignment of the population data with the actual enrollment data for the purpose of forecasting future enrollment from the three counties.

Enrollment Projections

The methodology used in this study to project future enrollment is termed "participation rate methodology". Although other methods, such as estimated high school graduates and rolling averages of high school students, are sometimes used in forecasting higher education enrollments, the participation rate approach is preferable in that it captures the degree of post-secondary participation by the various age groups that attend colleges and universities. In this way the participation rate forecast accommodates older, non-traditional students as well as those just out of high school.

Participation rate methodology projects future enrollment based on current participation rates and can be used to incorporate enrollment goals based on levels of participation deemed appropriate by policy makers. The participation rate calculation is relatively straightforward in that the number of students enrolled (headcount enrollment) of a certain age cohort is divided by the population for that age cohort. Policy makers often compare participation rates among states. In order to obtain comparable information, the calculations of national participation rates are based on the total number of students enrolled divided by the portion of the population age 17 and above. This method of calculating national participation rates produces comparable numbers across states and nationally, but are fairly gross in nature.

The participation rate calculations for Washington are more precise and calculate participation by single-year-of-age. This means the enrollment by age is compared to the population for that same age year, e.g., number of 18 year olds enrolled divided by the total Washington population of 18 year olds. The participation rates are calculated separately for each education level (lower division, upper division, and graduate/professional) and by sector (community colleges and 4-year public institutions. For this study, the enrollment counts apply to state-fund eligible enrollments and do not include students enrolled in self-funded continuing education, community service or contract programs.

Both OFM and the State Board for Community and Technical Colleges (SBCTC) provided the actual enrollment data. The data consisted of Fall, 2004 enrollments for each of the three counties by single year of age up through age 29 and in five year increments thereafter. The OFM data covered enrollments in Washington's public four-year institutions from each county and by lower division, upper division, and graduate/professional enrollment categories. The information provided by the SBCTC included enrollment data by county for the study region. The single year of age data were then aggregated into the 17 to 19, 20-24, 25-29, etc., categories to match the population projections as discussed in section 2.1 above.

The assumptions associated with the calculations used in the enrollment projections were:

- Out-of-state enrollment remains in proportion with current patterns;
- Economic conditions do not seriously impact enrollment; and
- Institutional programming remains relatively constant over time.

Five alternative scenarios were provided to the consulting team regarding the enrollment projections for the three counties in the study region. The five alternative scenarios apply to upper division and graduate enrollments. The scenarios were:

Alternative 1:	Maintaining the current participation rate through 2025.
Alternative 2:	Achieving the national average participation rate by 2015 and the 70th percentile participation rate by 2025.
Alternative 3:	Achieving the national average participation rate by 2015 and maintaining that level through 2025.
Alternative 4:	Achieving the Washington state average participation rate by 2015 and the national average participation rate by 2025.
Alternative 5:	Achieving the Washington state average participation rate by 2015 and maintaining that level through 2025.

Source: Washington Higher Education Coordinating Board

Lower-division enrollments at the four-year public institution level and community college enrollments through 2025 were projected using 2004 actual participation rates since freshman and sophomore enrollments in Washington exceed the 70th percentile nationally. Exhibit D-4 compares the 1998 national average (and 70th percentile) and Washington participation rates of 17 and older population at the lower division & community colleges and at the upper-division and graduate/professional levels. As the table indicates, Washington lagged significantly behind the upper-division and graduate/professional national averages in 1998, the most recent year a complete set of national data are available.

EXHIBIT D-4
POPULATION WITH AN AGE OF 17 AND ABOVE PARTICIPATION RATES AT TWO- AND FOUR-YEAR PUBLIC INSTITUTIONS: 1998

Level	WA	National Average	70th Percentile
Lower-Division (including CCs)	4.74%	3.87%	4.26%
Upper-Division	.97%	1.12%	1.39%
Graduate/Professional	.36%	.48%	.57%

Within the state of Washington, the participation rates for the SIS counties are below the current statewide averages for participation at four-year public institutions. The exhibit below, Exhibit D-5, displays the four-year public institution participation rate for each of the three counties and the statewide average.

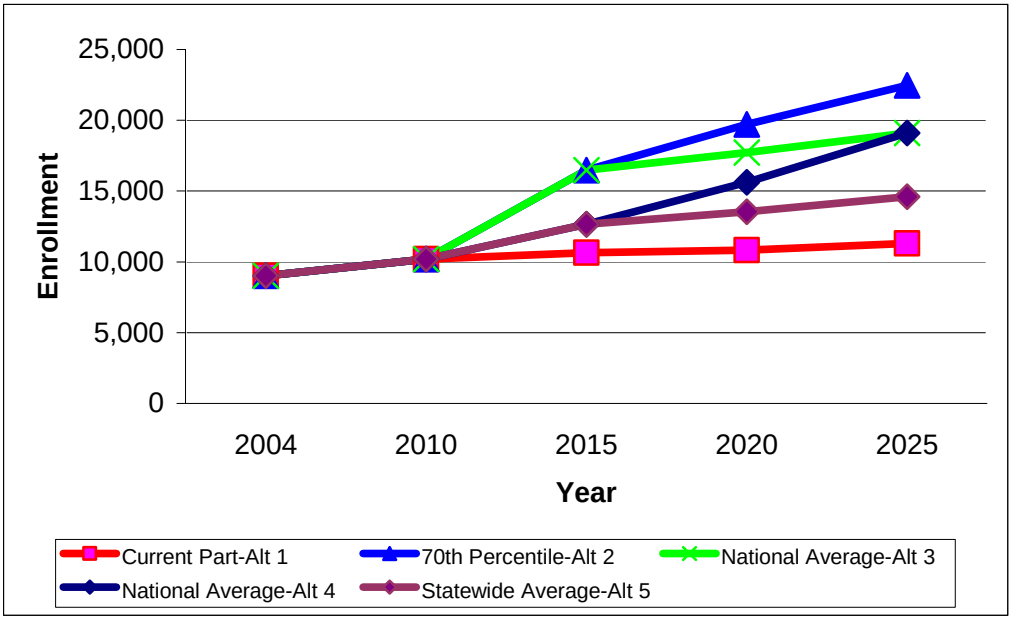
EXHIBIT D-5
PARTICIPATION RATES FOR SNOHOMISH, ISLAND, AND SKAGIT COUNTIES
FOUR-YEAR PUBLIC INSTITUTIONS

	FALL 1990		FALL 1994		FALL 1998		FALL 2002		FALL 2004	
County	Participation Rate	State Ranking	Participation Rate	State Ranking	Participation Rate	State Ranking	Participation Rate	State Ranking	Participation Rate	State Ranking
Skagit	1.583	16	1.41	19	1.37	24	1.48	21	1.47	18
Snohomish	1.363	23	1.32	20	1.35	25	1.46	22	1.41	22
Island	1.287	25	1.17	27	1.09	36	1.14	33	1.16	32
Washington Average	1.878		1.76		1.75		1.70		1.69	

Source: Washington Office of Financial Management

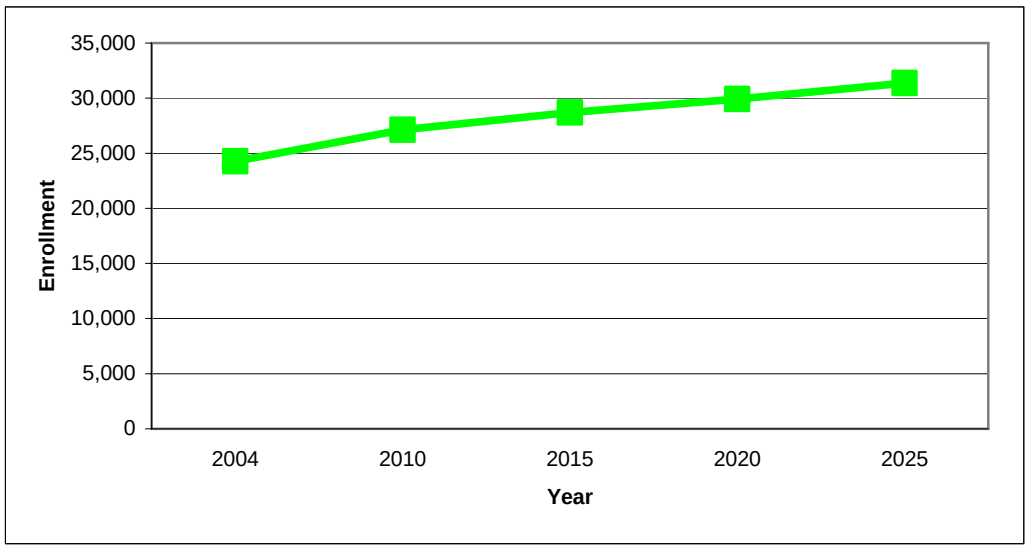
The results of the analysis for each enrollment scenario, in terms of gross headcount enrollment projected for each of the future five year increments through 2025, are expressed in Figures 1 and 2 below. Figure 1 displays the four-year public institution enrollment increases. Figure 2 displays the enrollment projections for the community and technical colleges.

FIGURE 1
ENROLLMENT PROJECTIONS BASED ON FIVE ALTERNATIVE SCENARIOS
FOUR-YEAR PUBLIC INSTITUTIONS



Source: MGT analysis

FIGURE 2
ENROLLMENT PROJECTIONS BASED ON CURRENT PARTICIPATION LEVEL
COMMUNITY AND TECHNICAL COLLEGES



Source: MGT analysis

The charts above reflect the gross headcount enrollment based on the five alternative scenarios. In the sections below, these numbers will be converted to full-time equivalent (FTE) students and the accommodation of projected enrollments by existing four year public institutions will be factored in. However, based on the projected headcount for the study region, is safe to assume there will be a substantial net unmet need in the three county region.

The steps used to reach these conclusions are outlined in the following sections.

Enrollment Projection Methodology

OFM population projections for Snohomish, Island and Skagit counties by age category through 2025 were applied to the 2004 public higher education participation rates of these counties for lower-division, upper-division and graduate education for two- and four-year institutions. This produced the estimated head count enrollments for each five year period for the various categories at current participation rates for each age group. Due to the shifting in the composition of the population over the next 20 years, enrollment projections by age grouping were developed, which produced a more accurate projection than aggregating the participation rate into the total persons 17 and above.

At the upper-division and graduate levels, the increased enrollment needed to reach the following levels was calculated for each five year interval though 2025. The criteria for calculating the enrollment levels were:

a. Washington state-wide average participation rate;
b. National average as of the most recent year statistics are available (1998);
c. 70th percentile national participation rate in 1998; and
d. Current participation rate.

Exhibit D-6 indicates the fall term headcount enrollment resulting from these calculations for the years 2005, 2015 and 2025 with 2005 calculated at the current participation rates in all cases. [Note: these figures are displayed on Figures 1 and 2 above.]

EXHIBIT D-6
ESTIMATED SIS FALL TERM HEADCOUNT ENROLLMENT

4-Year Institutions	2004	2005	2015	2025	Increase
Current Part	9,026	9,350	10,651	11,291	2,265
Statewide Average	9,026	9,350	12,660	14,595	5,569
National Average	9,026	9,350	12,660	19,108	10,082
70th Percentile	9,026	9,350	16,485	22,460	13,434
Community Colleges	24,252	25,013	28,699	31,365	7,113

Source: MGT analysis

The above calculations served as the basis for the five growth alternatives for the four-year public institution enrollment forecast and follows the guidance provided by the Higher Education Coordinating Board discussed in Section 2.2. The 2004 enrollments and the enrollment projections for 2015 and 2025 for these alternatives are shown in Exhibit 2-7.

EXHIBIT D-7
SIS HEADCOUNT ENROLLMENT FOR THE FIVE ALTERNATIVES

4-Year Institutions	2004	2015	2025	Increase
Current Part (Alt 1)	9,026	10,651	11,291	2,265
70th Percentile (Alt 2)	9,026	16,485	22,460	13,434
National Average (Alt 3)	9,026	16,485	19,108	10,082
National Average (Alt 4)	9,026	12,660	19,108	10,082
Statewide Average (Alt 5)	9,026	12,660	14,595	5,569
Community Colleges	24,252	28,699	31,365	7,113

Source: MGT analysis

The projected headcount enrollment was converted to full time equivalents (FTE) using experienced conversion rates. The conversion rates were developed based on data provided by OFM for both fall term and average annual enrollments. The determination of FTEs uses the following process.

> *The total number of undergraduate credit hours are divided by 15 quarter or semester hours to calculate fall FTE. Graduate level credit hours are divided by 10. Average annual FTE is calculated for semester institutions by adding fall and spring terms FTE and dividing by 2, while for quarter institutions three terms FTE, fall, winter, and spring, are added together and then divided by 3. Community and Technical Colleges are similar to the quarter institutions but summer is included with the other terms, but that total is still divided by 3.*

The FTE calculations were individually made by undergraduate and graduate/professional levels since the conversion rates vary significantly. Exhibit D-8 summarizes the enrollment projections after the conversion to fall FTE.

EXHIBIT D-8
SIS ENROLLMENT PROJECTIONS BY 2025
IN FULL-TIME EQUIVALENTS

4-Year Institutions	2004	2015	2025	Increase
Current Part (Alt 1)	8,582	10,130	10,740	2,158
70th Percentile (Alt 2)	8,582	16,234	22,148	13,566
National Average (Alt 3)	8,582	16,234	18,833	10,251
National Average (Alt 4)	8,582	12,156	18,833	10,251
Statewide Average (Alt 5)	8,582	12,156	14,023	5,441
Community Colleges	16,160	19,124	20,900	4,740

Source: MGT analysis

Following review of the five scenarios by the Project Coordination Team (PCT) and the Local Advisory Committee (LAC), the LAC recommended that Alternative 4 be the focus of subsequent analysis. Under this approach, efforts would be made to increase the enrollment from the three county region to the statewide average by 2015 and to achieve the national average participation rate by 2025. The LAC felt that this was consistent with the goal of increasing Washington's higher education participation and degree production statewide.

Subsequent to the policy decision on the enrollment goal, a technical adjustment was made to the calculated need in the graduate/professional category. The initial unmet need for this category appeared to be disproportionately high compared to the upper division level. An examination revealed that a large proportion of Washington's national rank was related to non-resident students. An adjustment was therefore made to recalculate the objective by adding the difference between Washington's national rank and the national average to the state's resident average. This produced a more appropriate estimate of gross need under Alternative 4, adjusting the increase of 10,251 FTE students to a new total of 8,478 as shown in Exhibit D-9 below.

EXHIBIT D-9
FINAL SIS FTE ENROLLMENT PROJECTIONS BY 2025

	2004	2015	2025	Increase
Four-Year Institution	8,582	12,156	17,061	8,479
Community College	16,160	19,124	20,900	4,740
Total Enrollment	26,742	31,270	37,961	13,219

Unmet Need Calculations

A key element in the analysis of projected enrollment is identifying "unmet" need. Existing institutions will accommodate some of the projected enrollment, if there is capacity within their institutional growth limits. In other words, some of the projected enrollment will be handled by existing institutions, but there will be a portion of the projected enrollment that cannot, or likely will not, be accommodated by existing institutions. In order to identify the projected enrollment that will not be accommodated by existing institutions, it was necessary to make a number of calculations.

The first set of calculations analyzed the current enrollment patterns of students in order to determine which public institutions in Washington were attended by students from each of the counties in the study region, by levels of attendance (e.g., lower- and upper-division and graduate). These data were provided by OFM and are summarized by the institutions providing the majority of service to the region by level of student in Exhibit D-10.

EXHIBIT D-10
PERCENTAGE OF 2004 SIS ENROLLMENT
AT WASHINGTON FOUR YEAR PUBLIC INSTITUTIONS

Level	WWU	UW-Seattle	UW-Bothell	CWU	WSU	All Other
Lower Div	26%	36%	0%	11%	20%	7%
Upper Div	26%	32%	7%	13%	15%	7%
Grad/Prof	14%	52%	6%	2%	11%	13%

Source: Washington Office of Financial Management

These proportions are significant in that they indicate the attendance preferences of the students in the SIS region and are a likely indicator of where students would prefer to go in the future.

The next step was to compare the estimates of gross need to the growth limits of the Washington public four year institutions that serve the three counties. Growth limit information was provided by the HECB. For the four-year pubic institutions, the difference between existing enrollment and total institutional growth limits is 23,618 FTE (See Exhibit D-10). However, not all these spaces are available to students from the SIS region. Rather, this is the additional number of students the four-year public institutions in Washington could enroll, regardless of their source (in-state or out-of-state) and level (lower- and upper-division and graduate/ professional).

In order to determine the number of students from the SIS region that could be accommodated within the growth limits, the first task was to identify the difference between fall 2004 enrollment and the growth limit for each institution and then distribute that unused capacity lower division, upper division and graduate/professional levels, based on each institution's fall 2004 enrollment pattern. For example, if Western Washington University enrolled 56 percent of its students at the upper-division, it was assumed that 56 percent of the unused institutional capacity would be used for students at that level. Second, the extent of students from the three county region enrolling at that level at each institution was calculated. Continuing to use Western as an example, 18 percent of upper-division students at Western were from the SIS region. At Western, the difference between existing enrollment and the growth limit is 377 FTE students of which 56 percent or 210 spaces were estimated to be at the upper division level. Based on the SIS county share of 18 percent, it was concluded that 38 upper division spaces would likely be available to SIS students. This process was completed at each level for each public four-year institution in the state, resulting in the spaces likely to be available to students from Snohomish, Island and Skagit Counties in the future.

The final element of this process of calculating net unmet need was to determine if students from the SIS region would actually use those spaces. In other words, even if an institution had spaces it would likely make available to SIS students, would students actually use them. In the case of two institutions, the UW branches in Tacoma and Bothell, applying the 2004 patterns of SIS attendance at Washington institutions indicates that not all of the likely

spaces available to SIS students would be used. In these cases, the likely attendance patterns were used in the unmet need calculations. Table D-11 summarizes the likely contribution of existing institutions to meeting the gross need identified in the enrollment projections for 2025 and the resulting net unmet need. In the case of the community and technical college enrollment, all additional need was assumed to be unmet under current circumstances.

EXHIBIT D-11
INSTITUTIONAL GROWTH LIMITS

	FTE Enrollment				SIS Distribution
Institution	**Growth Limit or Build-out Capacity**	**2004 Enrol.**	**Total Available**		**At Statewide and National Averages**
UW - Seattle	38,410	34,829	3,581		328
UW - Bothell	6,000	1,291	4,710		503
UW - Tacoma	5,901	1,690	4,211		108
WSU - Pullman	23,000	18,577	4,423		356
WSU - Spokane	N/A	1,207			0
WSU - Tri-Cities	1,799	660	1,139		2
WSU - Vancouver	3,645	1,340	2,305		9
CWU	9,819	9,182	637		68
EWU	11,175	9,666	1,509		47
TESC	5,000	4,272	728		23
WWU	12,500	12,123	377		66
Total	**117,249**	**94,838**	**23,618**		**1,510**

Source: Washington Higher Education Coordinating Board and MGT Analysis

This initial calculation represented an estimated unmet need of 6,969 at the four-year institution level (gross need of 8,479 FTE less the 1,510 FTE shown above). At this point, the University of Washington-Bothell submitted plans that indicated they could accommodate approximately 900 more FTE students than identified in the unmet need calculations. Although this estimate reflected an increase in service to Snohomish County above previous levels, the consultant team and the HECB staff agreed to accept the UWB proposal for added service to the three county region. It is important to note that the revised unmet need estimates reflect all of the additional FTE enrollment estimated by the University of Washington-Bothell for the study region. The 912 additional FTE requested by UWB reduced the unmet need to a total of 6,057 FTE. In addition, an added 30 FTE at the upper-division was included on behalf of the WSU extended education program for an adjusted net need of 6,027 FTE as summarized below in Exhibit D-12.

EXHIBIT D-12
ESTIMATED UNMET NEED IN 2025 (FTES)

Four-Year Level	Total Regional Unmet Need	Accommodated Need	Net Unmet Need
Lower-Division	803	558	245
Upper-Division	5,036	1,651	3,385
Graduate and Professional	2,639	242	2,397
Four-Year Total	**8,478**	**2,451**	**6,027**
CTCs – Lower-Division	**4,740**	**0**	**4,740**
Net Unmet Need	**13,218**	**2,451**	**10,767**

Source: MGT Analysis

To summarize, the quantitative needs assessment phase of the study indicates that there is likely to be substantial unmet need in the three county region over the next twenty years, and that need is likely to continue growing beyond the study period due to the projected increased in the region's population.